

The or sound

The **or** sound can be written:

or



ac**orn**

ore



b**ored**

aw



cr**awl**

au



sa**uce**

① Draw lines to the correct spelling of the **or** sound.

t _ _ n

aw

c _ _ s e

p _ _ s e

au

_ _ f u l

d _ _ n

or

c l _ _

n _ _ t h

f _ _

② Complete each word to match the picture.



A **s** _ _ _ is very sharp.

My **h** _ _ _ _ _ is called Jim.



Dan the **dino** _ _ _ _ _ loves chips.

Roger did not eat the **c** _ _ _ _ .



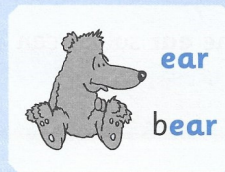
Jan started to **s n** _ _ _ _ .

"I can spell the **or** sound."



The air sound

The **air** sound can be written:



1 Circle the letters that make the **air** sound.

l**air**

rare

glare

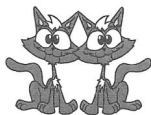
swear

wearing

unfair

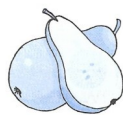
dairy

2 Write **air**, **are** or **ear** to complete these words.



p _ _ _

p _ _ _ s



s c _ _ _ d

h _ _ _ y



3 Cross out the words that are spelt **wrong**.

fairy / farey

wair / wear

dare / dair

care / cair

stears / stairs

air / aer

spare / spair

repair / repair

"I can spell the **air** sound."



The ear sound

The **ear** sound can be written:

ear

ears

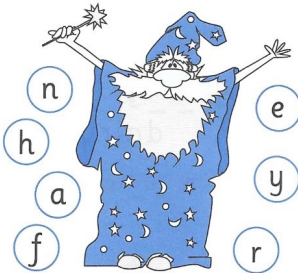


eer

cheer



- ① Write **four** words with the **ear** sound using the wizard's bubbles.



Use each consonant
once in each word.

Now use your **words** to **complete** these sentences.

We live _____ the park. Happy new _____ !

I have a _____ of spiders. I can't _____ you.

- ② **Draw lines** to make **three** more words with the **ear** sound.

eer

st

ear

d

ear

sp

eer

app

"I can spell the **ear** sound."



Consonant Pairs

When there are **two consonants** together, you often say **both** letters.

play



trot



clever



fly



① Circle the pairs of **consonants** in these words.

blue

brain

frog

stay

stop

clue

sleep

prize

tree

② Complete each word with **r**, **t** or **l**.

s _ _ e p

b _ _ e a d

t _ _ a i n

s _ _ a r

f _ _ a g

d _ _ e a m

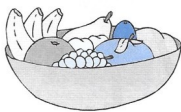
f _ _ o o r

g _ _ e y

③ Complete the words by filling in the missing **consonants**.



_ _ _ o v e s



_ _ _ u i t



_ _ _ o w



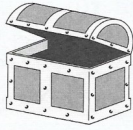
_ _ _ a m

"I can spell **consonant pairs**."



The ch, sh and th sounds

When you add **h** to **c**, **s** and **t**, it changes the sound.



c + h

chest



s + h

shirt



t + h

thief

① **Circle** the letters that make the **ch**, **sh** or **th** sounds.

chew

cheap

think

sharp

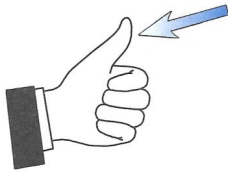
shiny

chips

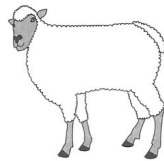
thanks

south

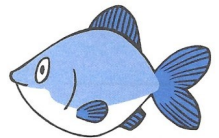
② **Complete** the words with **ch**, **sh** or **th**.



___ **u m b**



___ **e e p**



f i ___



___ **o e s**



___ **a i r**



t e e ___

"I can spell the **ch**, **sh** and **th** sounds."



Words with ph and wh

The **f** sound can be written:

f

fork



ph

dolphin



The **w** sound can be written:

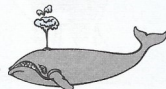
w

walk



wh

whale



1 Complete the words with **f** or **ph**.

roo ____

ele ____ ant

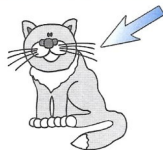
tro ____ y

tele ____ one

lea ____

al ____ a bet

2 Circle the correct version of each spelling.



wiskers

whiskers



whistle

wistle



whaves

waves



weel

wheel



wack

whack



wish

whish



whait

wait



white

wite

"I can spell words with **ph** and **wh**."



The Hard c sound

The **hard c** is like a **k** sound. It can be written:



c

cat



ck

lick



k

keys

- ① **Circle** the words that have a **hard c** sound.

knife

slice

cold

space

lock

kitten

Write the words you circled in the spaces to complete the sentences.

It can be very _____ in winter.

There was a _____ on the door.

My pet _____ is so fluffy!

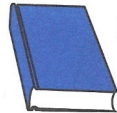
- ② Write **c**, **ck** or **k** to **complete** the words.



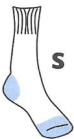
_____ a k e



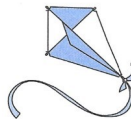
c l o _____



b o o _____



s o _____



_____ i t e



_____ o f f e e

"I can spell the **hard c** sound."



Words ending in ff, ll, ss and zz

Some sounds can be written with **double letters** at the **end** of words:



ff
sniff



ll
shell



ss
dress



zz
buzz

① Write **ff**, **ll**, **ss** or **zz** to **complete** these words.

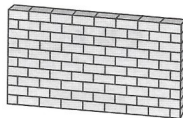


prince _ _

cli _ _



fi _ _

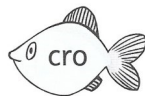


wa _ _

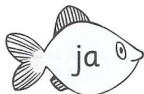
② Draw lines from the **fish** to the correct **word endings**.



ff



ll



ss



zz



"I can spell words that end in **ff**, **ll**, **ss** and **zz**."



Words ending in ve

When a word **ends** in the **v** sound, it is usually spelt **ve**.



love



wave



drive

- ① Add **ve** to these words, then **find them** in the wordsearch.

ab o ___ mo ___

li ___ ha ___

sa ___ cur ___

hi ___ slee ___

A	C	U	R	V	E	B	C
H	I	V	E	O	S	L	S
I	L	O	H	V	I	E	L
S	I	B	A	B	O	V	E
A	V	C	V	R	U	R	E
V	E	H	E	T	A	H	V
E	S	L	V	M	O	V	E

- ② Use the letters in the **circle** to write a word **ending in ve**.













"I can spell words that end in **ve**."



Words ending in nk

Here are some words that end in **nk**:



drink



bunk



skunk

1 Tick the words that end in **nk**.

chunk

lock

thank

sing

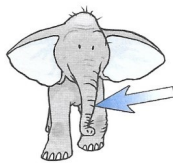
plank

link

2 Use **nk** to **complete** these words.



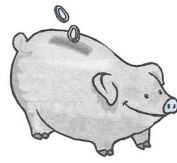
w i _ _



t r u _ _



t h i _ _



p i g g y b a _ _

3 Circle the words that end in **nk**, then **write** them into the sentences.

got

pink

These are _____ flowers.

honk

Dad had to _____ the horn.

stick

ring

We cleaned the fish _____.

tank

"I can spell words that end in **nk**."

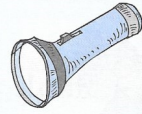


Words ending in tch and ch

When a word **ends** in the **tch** sound, it can be written:



tch
catch



ch
torch

- 1 Circle the words that are **spelt correctly**.

wach / watch

march / martch

much / mutch

reach / reatch

pich / pitch

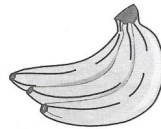
- 2 Write **tch** or **ch** to **complete** these words.



b e n _____



h a _____



b u n _____



w i _____

- 3 Write **tch** or **ch** to fill the gaps, then put the words in the **crossword**.

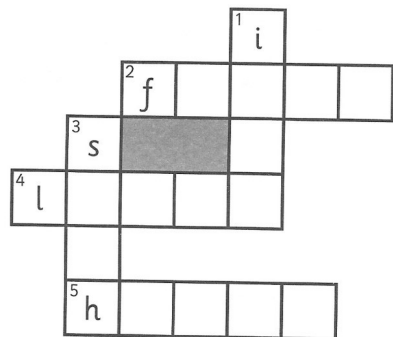
1 **i** _____

2 **f e** _____

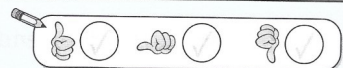
3 **s u** _____

4 **l u n** _____

5 **h u** _____



"I can spell words that end in **tch** and **ch**."



Adding s and es

Plural means **more than one** of something.

To make most singular words into plurals, you add **s** on the end.

Add **es** to words that end in **ch, sh, s, ss, x** or **z**.



bird



birds



brush



brushes

- ① Draw lines to the correct plural **ending** for each singular word.

cow

s

cake

witch

es

church

bush

idea

- ② Write **s** or **es** to make each singular word into a **plural**.

bag → bag _____

torch → torch _____

tree → tree _____

girl → girl _____

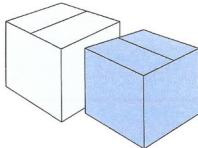
bench → bench _____

egg → egg _____

- ③ Write **s** or **es** to **complete** each word.



dog _____



box _____



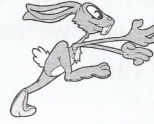
dish _____

"I can spell plurals ending in **s** and **es**."



Adding ing and ed

When you add **ing** and **ed** to most words, the spelling **doesn't change**.



reach
reaching
reached

1 Write out these words with **ing** and **ed**.

talk + ing → _____
ed → _____

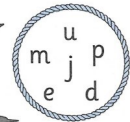
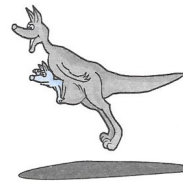
miss + ing → _____
ed → _____

2 Use the **letters** in the **circle** to write a word ending in **ing** or **ed**.









"I can spell words that end in **ing** and **ed**."



Adding er and est

When you add **er** and **est** to most words, the spelling **doesn't change**.



small



smaller



smallest

- 1 Add **er** and **est** to these words to make new words.

-er

near _____ hunt _____

cook _____ dark _____

-est

fast _____ long _____

tall _____ high _____

- 2 Add **er** to spell these jobs correctly.



f a r m _ _ _



w a i t _ _ _

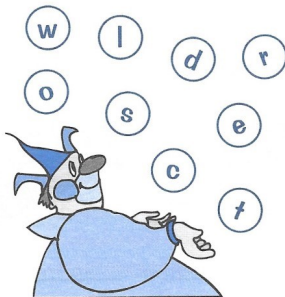


s i n g _ _ _



t e a c h _ _ _

- 3 Use the clown's **balls** to make **three** words ending in **er** or **est**.



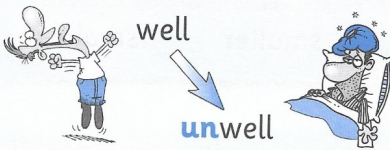
There are more
than three
possible answers.

"I can spell words that end in **er** and **est**."



Adding un at the start of words

If you add **un** to the start of a word, it makes it mean the **opposite**.
The **spelling** of the word **doesn't change**.



1 Add **un** to these words so they mean the opposite.

pack → ___pack

load → ___load

even → ___even

kind → ___kind

fair → ___fair

dress → ___dress

true → ___true

lock → ___lock

2 Draw lines to join each word to the picture showing its **opposite**, then **write** the opposite word using **un** below the picture.

tidy

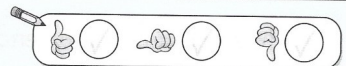
tie

happy

sure



"I can add **un** to the start of words."



Syllables

Words can be split up into **syllables**. A syllable is like a **beat**.


sunshine
sun shine
2 syllables

dinosaur
di no saur
3 syllables

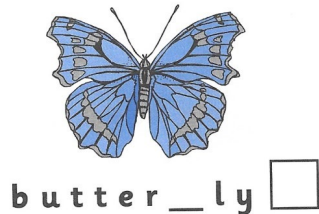
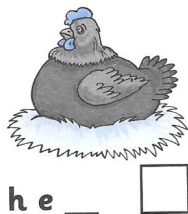
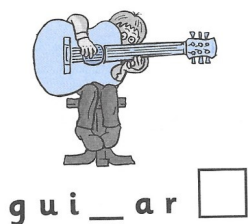
Try tapping the table
on each syllable.

- ① **Draw lines** to show how many **syllables** these words have.

ant pocket April eat
nobody bubble boy sister
family



- ② **Fill in** the **missing letter** in each word, then write how many **syllables** the word has in the **box**.



- ③ **Split up** these words into **syllables**.

tiger → ti ger

potato → _____

winter → _____

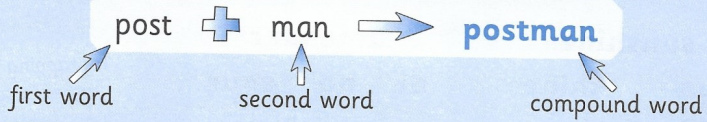
octopus → _____

"I can split up a word into **syllables**."

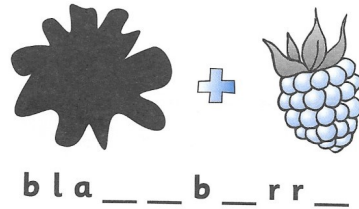
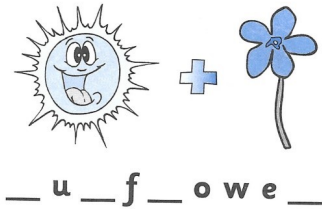
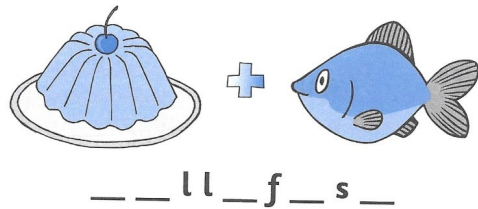
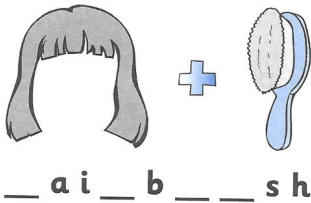


Compound Words

A word made up of two other words is called a **compound word**.



- ① Use the **picture clues** to complete these **compound words**.



- ② **Join** the short words to **write three** more **compound words**.

farm

birth

ball

corn

pop

day

yard

foot

popcorn

"I can spell **compound words**."



Mixed Spelling Practice

1 Write the words in the right box to show their **vowel sound**.

spoon beans same toy three point

boy play blue tail rude thief

ai sound

long e sound

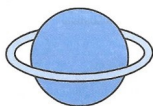
long oo sound

oi sound

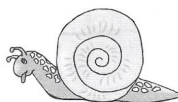
2 Complete the words with the missing **consonant pairs**.



__ive



__anet



__ail



__agon



__ower



__apes



__ile



__an

Mixed Spelling Practice

- ③ **Complete** the words in the sentences with **ff**, **ll**, **ss** or **zz**.

The **st a** _ _ room is a **m e** _ _!

I had to **p u** _ _ the rope to ring the **b e** _ _.

The **p r i n c e** _ _ likes **j a** _ _ music.

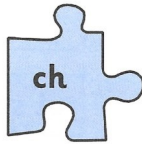
- ④ **Draw** lines to match each word to the correct **word ending**.

ma (?)

ri (?)

ca (?)

tea (?)



pa (?)

lun (?)

pea (?)

wa (?)

- ⑤ **Split** these **compound words** into two shorter words.

saucepan → _____ + _____

football → _____ + _____

teapot → _____ + _____

afternoon → _____ + _____

daylight → _____ + _____

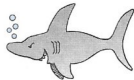
Mixed Spelling Practice

6 Decide if the missing letter is **c** or **k** and **write out** the word.



(?) (u) (b) (e)

 c u b e



(s) (h) (a) (r) (?)



(?) (a) (m) (e) (l)



(s) (?) (a) (t) (e)

7 Add **ir**, **ur** or **er** to each word and then **write** them in the crossword.



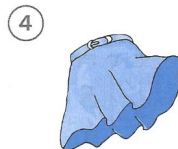
s p i d _ _ _



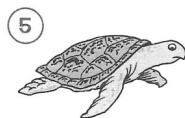
c h _ _ _ c h



w a i t _ _ _



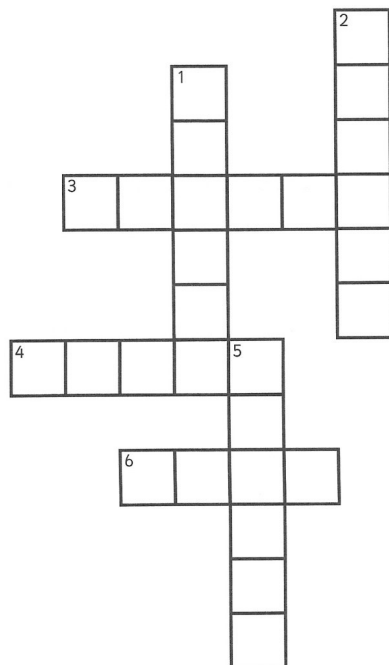
s k _ _ _ t



t _ _ _ t l e

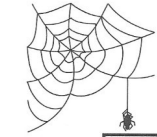


b _ _ _ d



Mixed Spelling Practice

8 Complete these words and make them plural by adding **s** or **es** in the **box**.



w e b



g l s



o t



x



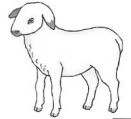
p r



e e t



b s



m b

9 Circle the letters that make the **or** sound.

more sport born jigsaw autumn
 dinosaur straw ignore sauce

10 Add **er** and **est** to these words to make new words, then **find** the new words in the word search.

Add -er
 hard _____
 near _____
 small _____

Add -est
 soft _____
 fast _____
 kind _____

H	A	R	D	E	R	K	C
S	A	S	D	S	S	I	S
I	L	O	H	M	I	N	L
S	I	F	A	A	Y	D	E
A	V	T	R	L	Y	E	R
V	E	E	E	L	A	S	R
F	A	S	T	E	S	T	E
E	S	T	V	R	O	V	N
R	N	E	A	R	E	R	C

Answers

Section One — Grammar

Pages 2 and 3 — Forming Sentences

- My mum loves toast.
My name is Jamie.
I go to school.
- My name — is Mia.
Frogs can — jump high.
This bin — smells bad.
We found — some toys.
- I **have blue** shoes.
My **dog runs** fast.
It **will rain** later.
I **love to** dance.
- Sam is very messy.
I posted my letter.
The cat sat down.

Page 4 — Joining Words with and

- I wear my hat and scarf **and** in winter.
My bedroom **and** is pink and yellow.
I **and** like fairy stories and pirate stories.
- My big brother is messy **and** loud.
I would like an apple **and** a banana.
Mum **and** Dad are taking me to the park.
Today is my birthday **and** I am six years old.
Nick **and** Molly are playing with bricks.

Page 5 — Joining Sentences with and

- Joe is my uncle — and — he can play the flute.
I made a big cake — and — it has lots of icing.
Snakes have no legs — and — they have no arms.
- The **bird** sings **and** the boy **sleeps**.
Mary is tall **and** her **two** sons are **short**.

Page 6 — More than one Sentence

- Inspector Rob looked for the cat and he found a paw print. — 2
At last the cat was home, and Mr Brown was very pleased. — 5
The paw prints led to a tree, but the cat was stuck. — 3
Inspector Rob called Mr Brown, and they rescued the cat. — 4

Section Two — Punctuation

Page 7 — Capital Letters for Names and I

- You should have circled: tuesday, martin, april, i, mr tate, august
- Peter**, **Kate**, **December**, **July**
- Sarah, Friday, June and Robert

Page 8 — Capital Letters and Full Stops

- the bike is new and shiny.
my best friend has curly hair.
zebras have black and white stripes.
- My house is old.
The flag was red.
Today is a great day.
- My little brother woke me up.
Our teacher is very funny.

Page 9 — Separating Words with Spaces

- I love bananas.
Our cat sleeps a lot.
His shoes were spotty.
- Ben kicked the ball.
- the film was really funny. — capital letter
The film was really funny — full stop
Thefilmwasreallyfunny. — spaces

Page 10 — Question Marks

- When is your birthday?
What would you like to play?
Do you want more potatoes?
- Can you swim?
Is it raining?
Where is Tim?
- I ate pasta for dinner — .
Can you help me — ?
Do you have any pets — ?
Where are you going — ?
This is tricky — .
She is good at maths — .

Page 11 — Exclamation Marks

- Don't go in there!
The rabbit has escaped!
I saw a rat!
I want one too!
- A — I won!
B — There's a fire!
C — I found it!
D — Stand up!

Section Three — Spelling

Page 12 — The Alphabet

- pig, man, drum, frog
- pot — mop, pin — big,
hen — ten, cat — flag,
hut — bus
- Any suitable answers. Examples:
jug — mug — bug
fat — sat — cat
bit — lit — fit

Page 13 — The ai sound

- made, wait, afraid, stay, safe, way
- rain, play, cake, pay, train
- tame, name, came, frame
fail, trail, nail, rail
may, clay, say, tray

Page 14 — The oi sound

- joy, royal, boil, coin, join
- 1: voice, 2: foil, 3: enjoy,
4: joint, 5: annoy, 6: toy

Page 15 — The Long e sound

- Press the ~~delete~~ / delete button.
A daisy / ~~daisee~~ is yellow and white.
Put ~~these~~ / these boxes down.
He ate a huge ~~peece~~ / piece of cake.
I ride my ~~ponee~~ / pony on Fridays.
- please, chief, meal, seen, free,
dream, field

Page 16 — The Long i sound

- high, like, cried, pie, right
- dried, tried, wise, rise, wide,
might, fight
- Turn off that bright light.
There are five mice here.
I tied a kite to my bike.

Page 17 — The Long o sound

- coat, grow, note, goat, bone
- joke, soap, mow, own
- Any three suitable answers.
Examples: row, loaf, flow.

Page 18 — The Long oo sound

- I will see you ~~sume~~ / soon.
He broke a rule / ~~roof~~.
We are painting my ~~rume~~ / room.
The bird ~~floo~~ / flew high in the sky.
- moon, threw, true, chew, flute

Answers

Page 19 — The Short oo sound

1. wool, hood, pull, full, good
2. took, bully
3. 1: look, 2: wood, 3: foot, 4: cook

Page 20 — The Short e sound

1. lemon, instead, ready, shed
2. I love chocolate spread.
This jelly is very wobbly.
Red is the best colour.
Don't tread on my toes.
3. bread, desk, sweat

Page 21 — The ow sound

1. count, pound, towel, frown, loud
2. mouse, south, crown
3. gown, down, brown sound, round, ground

Page 22 — The ur sound

1. 1: bird, 2: girl, 3: curly, 4: skirt
2. dir—ty, ch—urch, ser—ve
3. Ben is **better** at catch than me.
I will be in Year Two next **term**.
Jo told me to **stir** the beetle stew.

Page 23 — The ar sound

1. marker, apart, arm, smart, far, carpet, scarf
2. party, farmer, jar, star, barn

Page 24 — The or sound

1. pause, dawn, north, cause, awful, claw, for
2. A **saw** is very sharp.
My **horse** is called Jim.
Dan the **dinosaur** loves chips.
Roger did not eat the **core**.
Jan started to **snore**.

Page 25 — The air sound

1. wearing, rare, unfair, glare, dairy, swear
2. pair, scared, pears, hairy
3. You should have crossed out these words: **farey, wair, dair, cair, stears, aer, spair** and **repair**

Page 26 — The ear sound

1. near, hear, fear, year
We live **near** the park.
I have a **fear** of spiders.
Happy new **year**!
I can't **hear** you.
2. st—eer, sp—ear, app—ear

Page 27 — Consonant Pairs

1. **clue, brain, sleep, frog, prize, stay, tree, stop**
2. **step, flag, bread, dream, train, floor, star, grey**
3. **gloves, fruit, snow, pram**

Page 28 — The ch, sh and th sounds

1. **shiny, cheap, chips, think, thanks, sharp, south**
2. **thumb, shoes, sheep, chair, fish, teeth**

Page 29 — Words with ph and wh

1. roof, telephone, elephant, leaf, trophy, alphabet
2. whisks, whack, whistle, wish, waves, wait, wheel, white

Page 30 — The Hard c sound

1. cold, lock, kitten:
It can be very **cold** in winter.
There was a **lock** on the door.
My pet **kitten** is so fluffy!
2. **cake, sock, clock, kite, book, coffee**

Page 31 — Words ending in ff, ll, ss and zz

1. princess, fizz, cliff, wall
2. stu—ff, me—ss, ja—zz, dri—ll, cro—ss, ta—ll, we—ll, flu—ff

Page 32 — Words ending in ve

1. above, live, save, hive, move, have, curve, sleeve
2. give, cave, serve, dive, alive, leave

Page 33 — Words ending in nk

1. chunk, plank, thank, link
2. **wink, trunk, think, piggy bank**
3. pink, honk, tank
These are **pink** flowers.
Dad had to **honk** the horn.
We cleaned the fish **tank**.

Page 34 — Words ending in tch and ch

1. watch, reach, march, pitch, much
2. **bench, hatch, bunch, witch**
3. 1: **itch**, 2: **fetch**, 3: **such**,
4: **lunch**, 5: **hutch**

Page 35 — Adding s and es

1. cow—s, witch—es, bush—es, cake—s, church—es, idea—s
2. bags, trees, benches, torches, girls, eggs

3. dogs, boxes, dishes

Page 36 — Adding ing and ed

1. talking, talked, missing, missed
2. washed, walking, calling, jumped

Page 37 — Adding er and est

1. nearer, cooker, hunter, darker, fastest, tallest, longest, highest
2. farmer, waiter, singer, teacher
3. Any three suitable answers.
Examples: colder, slower, lowest

Page 38 — Adding un at the start of words

1. **unpack, uneven, unfair, untrue, unload, unkind, undress, unlock**
2. unhappy, unsure, untie

Page 39 — Syllables

1. ant — 1, nobody — 3, bubble — 2, April — 2, eat — 1, boy — 1, sister — 2, family — 3
2. guitar (2), hen (1), butterfly (3)
3. win ter, po ta to, oc to pus

Page 40 — Compound Words

1. **hairbrush, sunflower, jellyfish, blackberry**
2. birthday, football, farmyard

Pages 41-44 — Mixed Spelling Practice

1. ai sound: same, play, tail
long oo sound: spoon, blue, rude
long e sound: beans, three, thief
oi: toy, point, boy
2. **drive, planet, snail, dragon, flower, grapes, smile, swan**
3. **staff, mess, pull, bell, princess, jazz**
4. ma — tch, ri — ch, ca — tch, tea — ch, pa — tch, lun — ch, pea — ch, wa — tch
5. sauce + pan, foot + ball, tea + pot, after + noon, day + light
6. shark, camel, skate
7. 1: spider, 2: church, 3: waiter, 4: skirt, 5: turtle, 6: bird
8. glasses, spots, foxes, pears, sweets, buses, lambs
9. **more, sport, born, jigsaw, autumn, dinosaur, straw, ignore, sauce**
10. **harder, nearer, smaller, softest, fastest, kindest**